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SEND Information Report

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Signed Headteacher	Suzanne Thompson
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Information about how and why the report is drawn up

What is the Local Offer, School Offer and SEND Information Report?

The Local Offer was first introduced in the Green Paper (March 2011). It is a local offer of all the services available, by Somerset, to support disabled children and children with SEN and their families. Within this offer individual schools have their own format information and up until 2016 this was known as the 'School Offer' it is now called the 'SEND (Special Educational Needs and Disability) Report'. It is updated annually by law. It is in an easy to understand format where information is set out to show what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child.

Berkley First School

At Berkley School we strive to support **all** children to enable them to achieve their personal best at school. In order to do this many steps are taken to support them through their learning journey with us. Quality First Teaching is vital and is our first step towards this goal. However some children, on occasions, may need further additional support to help them achieve their targets. We use the Somerset Core Standards as a basis for the support we give.

Roles and responsibilities of the Special Educational Needs and Disability Co-ordinator (SENCO)

Our SENCO is responsible for the operation of the Special Educational Needs Policy and the co-ordination of specific provision made to support individual children with SEND. She liaises with the staff to monitor the pupil's progress and plan further interventions if necessary when progress is slower than expected. She has regular contact with a wide range of external agencies that are able to give more specialised advice and support if needed.

Berkley First School Special Educational Needs and Disability (SEND) Information report

There are 13 questions devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. Berkley's staff as well as parents and children involved at Berkley have responded to these and these responses are set out below to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Question	School and parent response
1. How does the school identify children with SEND?	The school has half termly pupil progress staff meetings which raise any concerns about progress of individual children and these are then investigated and any action needed is taken. Some children may be highlighted at their preschool setting and relevant information forwarded from the preschool setting via either parent and/or preschool setting. If parents have concerns their first point of call would be the class teachers who are available for consultation at a conveniently mutual time (often this can be at short notice but on occasions this will need to be arranged in advance). The teacher can then work with the child to find out where they are having difficulties. Also the SENCO is available at any time for parents, children or staff to ask for advice or next steps concerning any child whom these individuals may have concerns about.
2. How do school staff support these children?	Children who are identified as needing extra support (some as SEND children, some are those who may need extra support briefly on a specific subject area) will be provided with differentiated tasks often supported in small groups. This 'Quality First Teaching' happens in the class room. As a Dyslexic Friendly School (last re-accreditation gained in 2017/2018 academic year), classrooms, resources and routines are constructed in such a way that this support is accessed readily within the classroom. An 'assess, plan, do, review' process is followed and if progress is not improving then the next step within the graduated response would progress to the child being withdrawn from the classroom for small group work with SEND TA (Special Educational Needs and Disabilities Teaching Assistant) who would work on a specific programme of support drawn up with consultation between the class teacher, SENCO and the SEND support TA. This will begin as a short half term

	<p>programme but can develop into a longer programme if needed. These 'withdrawal from classroom' sessions can begin once a week up to a maximum of three times a week. Before children are allocated to this programme, the needs and support required would be discussed with parents by either, or both, the class teacher and SENCO. Sometimes these sessions are on a one to one basis. As well as academic support we have an ELSA (Emotional Literacy Support Assistant) and a Nurture Type Group for key stage 1 and key stage 2. There is a specific school governor responsible for over-seeing the SEND within school (the SEND Governor) who meets regularly with the SENCO to be updated on the progress of these children, he looks at the progress and data regularly of these children and attends County-wide training, some with the SENCO as appropriate.</p>
<p>3. How will the curriculum be matched to the child's needs?</p>	<p>The teaching staff assess the children's individual levels of progress, during lessons and across subjects and time, these are monitored half termly. All of the staff know the children very well and are aware of any specific areas within subjects which cause individual children concern and these are differentiated for within the planning. Differentiation is a process where an activity is created to fit a child's current level which has an achievable amount of challenge built in. During each lesson teachers will be monitoring individual children to differentiate the lesson as appropriate, there is also regular feed-back from TA's within the classroom, verbally and written, which inform the planning and differentiation of follow up lessons. This differentiation will help the individual children to access all areas of the curriculum appropriately for them.</p>
<p>4. How will parents know how their child is doing and how will the school staff help parents to support the child's learning?</p>	<p>Annual written reports are carried out and given to parents at the end of the Summer term as well as Autumn and Spring monitoring reports, two parents evenings are spread through-out the year. At these parents evenings SEND children's parents are given the opportunity to make an appointment with SENCO if they wish, however the class teacher is always up-dated with progress from SENCO regularly and will be prepared with progress information for the parents evening. The SENCO gives written information on the progress of children on any blocks of one to one support sessions that are carried out throughout the year and parents are invited to meet with the SENCO to discuss this progress and given any details of next steps in this support. If there are any specific concerns that teachers have with an individual child they will make contact with individual parents to discuss this. Any parent with concerns can request to speak to the class teacher at any time, most often this will be immediate but sometimes this will need to be arranged in advance but always at the first mutually convenient time, often no later than the end of the particular school day. The progress of the children is monitored daily, either during each lesson and/or by feed-back from TA's and daily marking carried out by the teacher. All Literacy and Maths sessions are marked against learning</p>

	<p>objectives. These are fed back half termly to the head teacher and progress and concerns discussed. These are compared for individual progress and with national averages.</p> <p>There are regular opportunities for parents to contact school about things that have happened at school. Teachers deal with any concerns or contact as soon as possible, usually within the same day. When a specific concern is raised, between teacher and parent, then the parents will be asked to come and discuss this with the class teacher, and sometimes the SENCO. Where ideas as to how support can be carried out in school will be discussed as well as how further support can be carried out at home. At this point any decisions for support will be decided together within the budget restraints.</p>
<p>5. What support will there be for the child's overall wellbeing?</p>	<p>Pastoral support is carried out by the class teacher and TA's within the class. Those children who have 'withdrawal from the classroom' sessions often build up a close bond with their allocated SEND TA. Those children with higher level needs will have a 1:1 support (this is usually two different people throughout the week, allowing for one to be absent from school and the cover for the child still being consistent). Medicines are administered by class teacher or head following close specific details recorded by the parent/guardian this is always closely observed by a second adult and both adults record in a register the details when this has happened. If personal care is needed the child would have a specifically allocated adult to administer this. The behaviour policy lays out in detail the support for avoiding exclusions and increasing attendance. SEND children will have opportunities at any time to contribute his or her views about support given, but this will be carried out officially at the end of each half term when part of the small group sessions with the SEND TA will be set aside for this, their views will be recorded. A member of staff has carried out ELSA (Emotional Literacy Support Assistant) training and is able to give additional individual support if and when needed, this again would be after consultation with parents, class teacher and SENCO. There is a nurture type group that is run by trained staff which can be accessed by children as and when necessary, following a programme of individual support.</p>
<p>6. What specialist services and expertise are available at or accessed by the school?</p>	<p>Specialist support services are available from county and a child is referred to them via the SENCO after consultation with parents. This referral can only take place as part of the graduated response. Referrals can also be made via the SENCO to the support services when concerns are raised by parents this needs to include details of the strategies that have been tried within school and home, these will need evidencing. Appointments will then be given by outside agencies such as speech and language, occupational therapy, etc. If we feel a child needs support from an educational</p>

	<p>psychologist or learning support services we are able to request involvement via the SENCO. We access the Parent and Family Support Advisor (PFSA) as required for outreach work.</p>
<p>7. What training have the staff supporting children with SEN and disabilities had or are having?</p>	<p>The SENCO has completed the 'SEND Award' which is a masters level qualification, she holds a Bachelor of Science degree in Psychology and has attended a course on Dyscalculia, ILI (individual literacy intervention) course, Introduction to Diagnostic Assessment, as well as several specific workshops within the SEND award. The SEND TA has passed the Primary Teaching Assistant course which includes modules on aspects of special educational needs, understanding how children learn and principles of inclusion. She has an EDEXCEL level 3 'Support work in schools' qualification and completed the Emotional Literacy Support Assistant (ELSA) training. She has also completed 'An induction to Autism course' and completed the Individual Literacy Intervention (ILI) training for which she has gained a certificate of competence (an extra qualification. The TA who carries out maths small group support is trained to follow a specific programme of work and has completed training in Dyscalculia. Other small group SEND support is carried out by specific TA's who will be carrying out specific training throughout the year to support the individual needs of the children they will support. The whole school has Dyslexia Friendly Award status. All school staff regularly up-date knowledge of specific areas of support that are needed for children within the school, several members of staff (teachers and TA's) attended a language and communication training course run by the local Autism and Communication Advisory teacher from Somerset County Council and most TA's have attended a training course on Attachment Theory run by the Educational Psychologist. TA's, including those in key stage 2 have completed a half day phonics training session to ensure consistent support across the whole school. The Early Years TA has completed training in 'Talk Boost' to support children who have language delay and the year 4 teacher and TA have carried out the Talk Boost key stage 2 training.</p>
<p>8. How will the child be included in activities outside the classroom including school trips?</p>	<p>When activities outside the classroom including school trips are planned the needs of the children within the specific group that are taking part are always considered. Their needs would be upmost in what is planned and no one would be excluded, if necessary a variation of the original idea would be carried out for all. Those children with 1:1 support would be accompanied by the 1:1 support staff. If required individual parent or carers may be asked to accompany their child if this would then allow the child to access the trip/activity.</p>
<p>9. How accessible is the school environment?</p>	<p>The school site consists of one stone building housing the hall, staff room and office. All areas except the office and learning support resources base are accessible without steps. The other classrooms are temporary buildings and are all accessible via ramps. Due to the age of the site,</p>

	<p>some of the toilets are outside, these are all accessible without steps and two of the classrooms have toilet areas within their cloak room areas. There is no specific disabled toilet or changing facilities however we do have a larger more accessible toilet within the 'Snug' area. This 'Snug' area has been specifically designed with adaptable qualities which can, if and when they are required, be altered to fit a specific need such as changing facilities, nurse visits etc. this will be adapted as and when the need arises. Each classroom has a large interactive white board which is used with pastel background to help reduce visual glare. Children with hearing/sight impairments are always seated appropriately at all times to maximise the learning environment. At present we have only two parent carers whose first language is not English although their partners are, we spend time ensuring when communicating to them that they fully understand. See the school accessibility plan for more in depth details.</p>
<p>10. How will the school prepare and support the child to join the school, transfer to a new school or the next stage of education and life?</p>	<p>Children with high level needs are inducted into school with a School Entry Plan (SEP) meeting which involves all professionals currently working with the child, parents and those planned to work with them when they enter school. This is then reviewed in their first term in school. If a SEND child joins us during the school year then meetings are held with the previous school (if possible) and paper work is sent to accompany the child. This will detail previous support given to the child and the SENCO and Head-teacher will arrange appropriate support in conjunction with parents. When children move on during their time with us paperwork will be sent to the new school and meetings held, if possible. When children move to middle school at the end of year 4, the SENCO and teacher/s meet with Middle school staff to discuss the child's individual needs and vulnerable children are given extra opportunities to visit their new school. Children with high levels of need will move on with an individualised School Entry Plan (SEP) drawn up between Berkley SENCO, Middle school SENCO and parents, to which the child contributes.</p>
<p>11. How are the school's resources allocated and matched to children's special educational needs including how the school's special educational needs budget is allocated?</p>	<p>Our SEND budget fluctuates year on year, dependent on the needs of the cohort. The majority of the SEND budget is spent on staffing to support SEND children with a small contingency for required resources such as specialist equipment or specific learning needs resources. We have an allocated time allowance for Educational Psychologist and learning advisory teacher from support services if we need to use more than this allocated time then money from the SEND budget will be used. Children with high needs are allocated an individual budget which is usually spent on staff to support them or to enable them to integrate into a mainstream class. We have no children with a high needs allocation at present.</p>

12. How is the decision made about what type and how much support each child will receive?	Class teachers and the SENCO decide who requires additional support, based on the child's progress over time, or a specific difficulty. Outside agency professionals may also suggest specific programmes and/or interventions to support a child. Progress is carefully monitored by class teacher, SEND Teaching Assistant, if involved and SENCO through assessment and monitoring of progress during pupil progress meetings. It may also depend on information from doctors or other professionals if the need is medical or physical.
13. Who can I contact for further information?	The first point of contact will always be the class teacher, after which the SENCO or/and the Head-teacher may also become involved.

Children's Forum questions

SEN children in year 3 and year 4 were asked simplified questions to obtain their views.

QUESTIONS	ANSWERS
1. How does school know if I need help?	'I look sad or grumpy' 'I feel tears' 'I ask for help' 'Just ask' 'Ask the teacher' 'Tell the teacher' 'I would put my hand up'
2. What should I do if I think I need extra help?	'Tell the teacher' 'Tell a trusted adult' 'Ask the people on my table' 'Ask my friend' 'Put my hand up' 'I would count in my head and ask a teacher' 'I sit on the carpet'
3. How do teachers make sure my work is something I can do?	'Test us in our lessons' 'Because I am good at it' 'I ask them to explain it to me' 'They give you different tasks' 'Different sheets' 'A special pencil' 'They look at my work'

	<p>'They mark it'</p> <p>'I can do everything'</p>
4. How can I give my views on my learning?	<p>'Dot it (red green yellow)'</p> <p>'Tell them (teachers)'</p> <p>'Say what you think and dot work'</p> <p>'Purple polish pen'</p> <p>'Tell my teacher'</p>
5. Who will help me to become more independent in my learning?	<p>'Teachers'</p> <p>'Work hard and the teachers will'</p> <p>'Have a teacher on my table'</p> <p>'Myself'</p> <p>'TA'</p> <p>'Me'</p>
6. What should I do if I am worried about something?	<p>'Tell a teacher, my friends, my mum and dad'</p> <p>'Tell an trusted adult'</p> <p>'Tell the teacher'</p> <p>'Tell an adult'</p> <p>'Write it down and put it in the worry box'</p>
7. How will I know if I am doing as I should?	<p>'I learn from my mistakes'</p> <p>'you just need to listen and you will know'</p> <p>'Marking'</p> <p>'The teacher will say 'Well Done''</p> <p>'I'd get a silver card'</p> <p>'I will listen to the teacher'</p> <p>'I read the questions'</p>
8. How can I get help if I'm worried about something outside of school work?	<p>'Tell your family or friends or God or Jesus'</p> <p>'Tell a trusted adult or trusted friend'</p> <p>'Go to the teacher, my friends, my mum and dad'</p> <p>Calm myself down or tell a teacher, my mum or dad, sibling, friends'</p> <p>'Ask you mum'</p> <p>'Tell a parent, auntie, friend, grandma, teacher'</p> <p>'Tell mum and dad'</p> <p>'Tell a grown up'</p> <p>'Talk to the ELSA'</p>